

IMPROVING STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE PARAGRAPH BY USING *MOVIE POSTERS*

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ABSTRACT

This study aims at improving students' achievement in writing descriptive paragraph by using Movie Posters. This study was conducted by using classroom action research. The subject of the research was class X SMA Negeri I Galang, which consist of 36 students. The research was conducted in two cycles which cycle I and cycle II consist of 3 meetings. The instruments for collecting data were qualitative (interview, diary notes, and observation sheet) and quantitative data(writing test). Based on the data analysis, the mean of students' score in Test I was 56,38 ; for the Test II was 68,05 , and for the Test III was 85. The qualitative data showed that the students were interested by using Movie Posters. The conclusion is that by using Movie Posters improves the students' achievement in writing descriptive.

Keywords: *Movie Posters, Classroom Action Research, Writing Descriptive Paragraph*

INTRODUCTION

Background of the Study

English is one of the most important language skill in the world to communicate since become a global language. To communicate means to understand and to express any information, thoughts, feelings, and to develop science, culture, and technology. The ability to communicate is the ability to create discourse and to understand in written and spoken ways which reflect in the four skills of language, namely: speaking, listening, reading and writing. These four language skills should be achieved by Indonesian students as mentioned in the education unit Curriculum (KTSP) of Senior High School. As generally known, one of the four skills; writing is the most difficult skill for students to master.

Byrne (1979:1) says that writing is a process of communication that introduces graphic symbols such as words, phrases and sentences later formed become good paragraph that convey a message to the readers.

The goal of writing is to express ideas or thoughts, so students should be able to express ideas or thoughts in writing form. Writing is a process of putting their ideas or thoughts into words, which is combine into the form of paragraph.

Harmer (2004) defines that writing significantly different from speaking. The final product of writing is not nearly so instant, and as a result the writer has a chance to plan and modify what will finally appear as the final product. Therefore, in writing, the writer has to arrange the unity of the ideas clear from the beginning, in the middle and at the end.

During the writer's experience when she had Teaching Training Program (PPL) her students, the writer observed that most students of Senior High School could not write Descriptive paragraph well. It is because of some factors such as: limited vocabulary, limited knowledge about grammar, and limited knowledge about writing technique. Beside that, the writer found the students' ability of writing skill was very low. When they wrote a paragraph, they wrote everything without focusing in the coherence. They did not know the elements of a good paragraph, unity, completeness, and coherence.

In many occasion, they put ideas one paragraph, which did not focus on main idea. They did not know that a good paragraph must have one main idea, which is elaborated into one paragraph. In other words, they did not know what a good paragraph was. The lecture technique that teacher applied in teaching writing paragraph was not effective because the process of writing was not clear for the students. The teacher asked the students to write a paragraph or paragraphs based on the title given without supervising the students how to write systematically. These occurred because the teacher did not apply the student centered learning in a way of teaching. It makes the students bored because the teacher just explained the material from the guiding book and after that asked the students to write a descriptive paragraph. The use of monotonous and inappropriate media can be the reason why the students face the problem in writing descriptive text.

Media, when appropriately and correctly based on curriculum, can assist and enlighten the teachers' burden to explain language meaning and construction, engage students in a topic or as a whole activity for practical (creativity) and for motivational reason. In classroom; media serve as a source of pupil involvement, motivation, and

expression when the learners produce material for use in the classroom. It means that media is a tool of communication used to transfer information from the source to learners to stimulate them to follow learning activity. Therefore, their ideas should be written from media which they get because media will give them information when they saw.

The students' happiness in writing process was happened because of the media used by teacher during teaching and learning process in the classroom. Teachers were not able to create interesting media so that the students could be enjoying with their lesson and take all of their ideas into a piece of writing descriptive paragraph in English. The students can make their paragraph, especially descriptive paragraph from transfer their ideas into piece of paper after they learn by media. The teachers should not explain the materials or subject and force the students to memorize and do other activities because it can make the students bored, less interested in their lesson and it can make students noisy in their desk. So, media is one of resolution to help students to more actively, be spirit, loved with their subject and it can help the students to learn effectives in the classroom.

Movie posters can be found in the internet, magazine, billboards, in the local movie theater, in the special movie posters' shop, etc. In the visual elements on a movie poster have full of messages. By see and analyze movie posters, can be produce many ideas and it can be guided to better understanding of the subjects and so that the students can produce a good paragraph because the students can write more effectively.

Because of many problems in teaching descriptive subject, so the writer will tries to use movie posters as a media in teaching students in the classroom as a solve of problems to improve the students' achievement in writing descriptive paragraph in the classroom.

Based on the explanation above, by using movie posters, the writers' hope it will help a teacher to transfer the material for the students, to motivate the students more effectively, to attract the students' attention, to take students' ideas to produce a piece of writing about. Beside of that, the students will be interested in writing if they look at the posters which are provided by the teacher and the students can imagine what they should write about. So that, in this thesis, the writer focuses on the use of movie posters in writing descriptive paragraph. The writer provides some movie posters which describe of the object such as: person, place or things and the correlation with the background of movie posters itself. For example: Harry Potter, Twilight, and it can be motivating students in learning writing descriptive paragraph because it can be used to combine all of the students' ideas in writing with illustrate its. Movie posters also will give them information to improve their writing descriptive which make them interest.

Research Question

The problem of study can be formulated in the form of question as follows: "Is the Students' Achievement in writing descriptive paragraph significantly improved if they are taught by using Movie Posters?"

The Objective of the Study

The objective of the study is to find out whether the movie posters improve the students' achievement in writing descriptive paragraph.

The Scope of the Study

We know that, there are 9 genres taught in Senior High School, such as: recount, narrative, descriptive, argumentative, exposition, procedure, report, hortatory, and explanation. In this case, it is only descriptive taken into research. The scope of the study is limited to find out the movie posters improve the Senior High School students' achievement in writing descriptive paragraph that is describing objects real including human and animals.

THEORETICAL CONCEPTUAL FRAMEWORK

In conducting the research, theories are needed to explain some concept applied concerning to the research. The collection of literature that related to the study will be conducted in this study.

Writing

Writing is one of the language skills, as a process of communication, which requires an entirely different set of competencies and uses rhetorical conventions. Writing is a powerful tool for learning and communicating.

Harmer (2004) reveals writing is often not time bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

Brown (2001:335) state written products are often the result of thinking, drafting, revising procedures that require specialized skills. Martin (1985) adds that factual writing

fosters the development of critical thinking skills, which in turn encourage the individual to explore and challenge social reality.

Writing is an important skill to communicate the people. It is not just to the students to study in the school. Halliday (1985) suggests that written language is used for the following purposes: (a) for action, (b) for information, (c) for entertainment.

Teaching writing is expecting as a communicative actively between the teacher and his or her students. In learning English writing is the same learning other skills (reading, speaking, and listening). the students should practice and doing many drills of exercise, continually and seriously. Studying language for students means that he or she learns how to communicate with another by using language.

As suggested in [http://wiki.answer.com/Q/What is the important of writing](http://wiki.answer.com/Q/What%20is%20the%20important%20of%20writing), writing is one of the ways that we translate our thoughts for other people. Some people are better at expressing themselves in writing than any other way, and you thus get a better translation when you read what they have to say rather than hearing them speak.

Based on the explanation above, it can be conclude that writing is not as easy as people think because it is not simple process which is producing sentences from your thoughts on a piece of paper. More than that a piece of good writing should be require the qualities of good writing such as ideas, organization, word choice, sentence fluency and conventions.

Descriptive Paragraph

Descriptive is a type of writing which describes something in details in order to enable the readers to see, hear, feel, and touch it directly or involve themselves in the event. The researcher transforms his/her message, observation result and feeling to the readers through a description. In this case, a writer must be able to describe an object based on its specific characterization in details.

Level (2001) states that descriptive writing is part of many other types of writing that appeals to one or more of five senses--sight, sound, smell, taste, and touch.

Descriptive is a written English text in which the writer describes an object. Description is a text containing two components i.e., identification and description by which a writer describes a person, or an animal, or a tree, or a house, or camping as his topic. The identification is to identify the object to describe. The description describes parts, qualities, and characteristics of the parts of the object (Siahaan & Shinoda, 2008:89).

Based on the explanation above, the writer concludes that writing descriptive paragraph not only describes something to the reader but also make the reader feel what the writer's experience.

Function

The social function of writing descriptive paragraph is to describe a particular person, place, thing, or animal.

Structure

- a) Identification is to identify phenomenon to be described.

We determine what or who will be described and after that we identify the object in general. For example: I have many pets, but my favorite is cat.

- b) Description is to describe parts, qualities, and characteristics of something or someone in details.

After identification, in description we describe the object in specific. For example, we describe the physical appearance, the quality and the general attitude.

Movie Posters

Movie poster is any piece of printed paper designed to be attached to a wall or vertical surface. Typically posters include both textual and graphic elements, although a poster may be either wholly graphical or wholly text. Posters are designed to be both eye-catching and informative. Posters may be used for many purposes. Movie Poster is the film industry quickly discovered that vibrantly colored posters were an easy way to sell their pictures. Today, posters are produced for most major films, and the collecting of movie posters has become a major hobby.

The Procedure of Using Movie Poster

Movie posters has specific language of graphic piece, no matter the type of piece has to do with its esthetics, that is to say a visual and verbal language conjunction.

The function of using movie posters:

- Attract the viewer to watch the movie.
- Movie poster is media to communication to the viewer.

From the functions, movie posters can be used as media in teaching writing descriptive paragraph. A descriptive needs sharp and colorful details (Langan, 2001: 175). Movie poster is one of some media which match to teach descriptive paragraph.

The procedure of using movie posters in teaching descriptive writing will be as the following:

- a) The teacher shows the movie posters in the whiteboard (Harry Potter).
- b) The teacher asks the students about what the purposes to shows the poster.
- c) The teacher guides the students to discuss the elements of the poster.
- d) The teacher gives a text model (description of Harry Potter).
- e) The teacher reads the text line by line with the students.
- f) The teacher guides the students to analyze the descriptive text (generic structure and grammatical feature).
- g) The teacher guides the students to write a descriptive paragraph based on the student's own words.
- h) The teacher asks the students to present their paragraph and give comments

RESEARCH METHOD

Research Design

This study will be conducted in the Classroom Action Research (CAR). Action research purposed to improve the teaching for instance the success of certain activities or procedures used by teacher in teaching and learning process.

Watts in Ferrance (2000:1) action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.

Action research is part of broad movement that has been going on in education generally for sometime. It is involve taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts (Burns, 2010).

Classroom action research helps teachers to understand more about teaching and learning, to develop teaching skills and knowledge and to take action to improve student learning. The characteristic of classroom action research is a dynamic process which is done in four steps namely; plan, action, observation and reflection.

Planning

Planning is arrangement for doing something. In planning, the researcher makes some preparations which are related to action that will be done and it is also prepares everything that will be needed in teaching learning process.

Action

Action means that the activities that will be done. It is implementation of project of the researcher. Action guided by planning in the sense that it looks back plan for rationale.

Observation

Observation is purposed to find out information of action, such as the students' attitudes even the obstacles that happen. It has function of the effects of critically informed action and looks forward, providing the basis for reflection. It will always be guided by intent to provide a sound best for critical self reflection. So, we must do it with care fully.

Reflection

Reflection is the feedback from the teaching learning process that had been done. It was very necessary to help the researcher to make decision for what to do or revise. It is evaluate all of the aspect.

Object of the Research

The object of this searcher is the first grade students in SMA Negeri 1 Galang academic year 2011/2012. There are 4 parallel classes but only one class X² that consist of 36 students is taken as subject of this research because the students can not write descriptive paragraph well.

The Instrument for Collecting Data

In conducting data the following instruments are used:

- a) Written tests to know the students' prior knowledge in writing descriptive paragraph.
- b) Interview and observation sheet to investigate the situation and the problems found during the teaching and learning process.
- c) Diary note to note personal evaluation about the situation of the class while teaching-learning process related to progression achieved.

The Procedure of Collecting Data

The procedure of collecting data will be performed by administrating two cycles where consist of 3 meetings and each meeting covers 4 steps namely planning, action, observation and reflection.

RESULT AND DISCUSSION

The researcher took three writing test score to show the improvement of students in their writing assignment. The students' score increased from the first orientation test to the last competence test. It can be seen in the table 4.1 below:

Table 4.1 Students' Writing Scores in Test I, Test II and Test III

No.	Students' Initial Name	Test I (in the middle cycle I)	Test II (in cycle II)	Test III (in cycle II)
1.	AGN	55	70	82
2.	AIB	65	75	83
3.	AP	60	65	79
4.	AND	55	65	83
5.	AYA	60	70	87
6.	APP	70	75	88
7.	BYL	70	80	95
8.	CSL	50	65	75
9.	CS	45	65	83

10.	DF	55	70	88
11.	ELK	60	75	93
12.	FN	60	75	91
13.	FFH	65	80	97
14.	KNR	60	70	87
15.	MB	60	75	94
16.	MS	40	60	67
17.	MDA	50	60	79
18.	MYPP	50	65	86
19.	NN	55	70	89
20.	RIY	55	65	84
21.	RA	70	75	91
22.	RL	55	70	87
23.	RR	50	60	80
24.	SF	55	60	85
25.	SEL	65	70	88
26.	SH	55	60	82
27.	SV	50	65	68
28.	SA	60	70	89
29.	TIA	65	75	93
30.	WC	60	70	88

31.	WP	55	65	83
32.	YM	50	60	82
33.	YS	60	75	93
34.	AS	50	60	78
35.	SM	40	55	75
36.	SAKD	50	65	82
	Total ($\sum x$)	2030	2450	3060
	Mean (\bar{X})	56,38	68,05	85

The improvement of the students' score in writing descriptive text by using movie posters can be seen from the mean of the students' score in the first test up to third competence test. The mean in the third competence test was the highest one among the others tests.

To categorize the number of competent students, the following formula was applied:

$$P = \frac{R}{T} \times 100\%$$

Notes:

P = Percentage of students getting score 70

R = Number of students getting score 70

T = The total numbers students taking the best

After the researcher analyzed the data, it was found out that the students' writing score improvement of the mean score from the first test (second meeting in the cycle I), which is 56,38 and the second test (fourth meeting in the cycle II) 68,05 and the last meeting (sixth meeting in the cycle II) 85. The students' score improved in each meeting continuously. From the improvement of the students' score and from students' attention in the teaching learning process in the class it means that movie posters can improve the students' achievement in writing descriptive paragraph by using movie poster. The students were creatively to transfer their ideas to write their paragraph better.

CONCLUSION AND SUGGESTION

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Suggestion

The researcher showed in this study that by using movie poster can improve the students' achievement in writing descriptive paragraph. There are some points to suggest as follow:

- a) For the teacher, especially in teaching writing, the teacher can use media, like movie posters to teaching writing descriptive paragraph. It will help the teacher to attract students' attention because movie posters have some fun elements to describe.
- b) For the students, the students can get inspiration from movie posters and it stimulates them to increase their writing achievement.
- c) For the reader, this research can be useful information for them in English teaching learning process, especially in teaching writing.

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